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ABSTRACT

This affirmative action and staff diversity plan was developed to specify strategies and assign responsibility for increasing the number of qualified minorities, women, disabled, and members of other underrepresented groups who staff California's community colleges. Introductory comments explain the rationale behind the plan, indicating that within the next 20 years, California will become the first mainland state with a non-white majority, and that the legislature has mandated that the workforce of the community colleges should reflect the make-up of the adult population of the state. The plan defines specific objectives for six components: technical assistance, fiscal support, recruitment, coordination, accountability and evaluation, and planning. For each component area, the plan describes recommended strategies, which are consistent with projected resource requirements and legal frameworks, to achieve these objectives. Where appropriate to a given strategy, responsible roles of the Board of Governors, the Chancellor and his/her staff, the community college districts, and other stakeholders are identified. The last element of the plan is a multi-year timeline which incorporates in a schematic fashion a schedule for implementation related to identified responsibility. An overview of the legal basis for affirmative action, legislation on staff diversity, and affirmative action planning in selected other states is provided in the appendixes. (AJL)

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TOWARD A NEW DIVERSITY

A State Plan for Affirmative Action and Staff Diversity in the California Community Colleges

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Discussion Draft
January 1989

Chancellor's Office
California Community Colleges
Sacramento, California

JC 890 028

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I. Introduction and Overview of the Plan

Within the next twenty years, California will become the first mainland state with a non-White majority. Immigrants from Latin America and the Far East will swell the ranks of existing communities of Hispanics, Asians, and Blacks to form a unique cultural and ethnic pluralism. Community colleges may be the institutional link that enables many of these new Californians to acquire the skills - language, vocational, and academic - needed to participate fully in our society.

Equal educational opportunity efforts have increased the number of minority students enrolled in higher education, particularly in the community colleges. Unfortunately, however, there has not been a corresponding increase in the number who graduate or achieve other educational goals. For example, Hispanics continue to be more underrepresented at all levels and in all segments of California higher education than any other group. Meanwhile, Blacks, having attained nearly equal representation in community colleges, have recently suffered enrollment losses and continue to be underrepresented among students who graduate or transfer to four-year institutions.

The high attrition of Hispanic and Black youth at all points along the high school-college continuum is cause for concern, given the population trends and changing demographics of the state. Inasmuch as the underrepresentation of these minorities in our colleges and universities increases at each succeeding level, it is unreasonable to expect we can achieve proportional representation in postsecondary education without significantly greater and more innovative efforts.

California's changing demographics pose tough questions for its educational institutions about the reality of America's failure to bring minorities into the mainstream. California's community colleges, based on the principle of access, can provide some of the answers. Although their resources are inadequate to the dimensions of the task at hand, California's community colleges lead the nation in providing access to an increasingly diverse student body.

The success of our response to this challenge will depend largely upon our ability to provide an educational environment that meets the needs of these new students. Our colleges must create and foster an academic vitality that mirrors the rich cultural diversity of our nation's heritage and provides a setting and context in which a comparable diversity in faculty and staff exemplifies our democratic tradition.

The principle of access, and success, has been reaffirmed recently by leaders in California government and higher education. In its report on the community colleges, *The Challenge of Change*, in March 1986, and its final report, *The Master Plan Renewed: Unity, Equity, Quality, and Efficiency*, in August 1987, the

Commission for the Review of the Master Plan for Higher Education focused upon faculty and staff diversity. The latter report stated:

> Educational equity must have the commitment of the Governor, Legislature, the segmental governing boards, and the California Educational Roundtable, and be a principal element in every aspect of institutional practice. The governing boards must exercise continuing oversight of their institutions' effectiveness in achieving equity. They must hold faculty and administrators accountable for the success of each institution in achieving equity and themselves accept accountability to the people of the state. They must regularly assess and evaluate institutional progress toward equity, requesting reports by campus that rate . . . (3) faculty diversification, and (4) outreach efforts.

The Joint (Legislative) Committee for the Review of the Master Plan for Higher Education has called for a new, cooperative mission for all California higher education, one that would draw on the talents of all our citizens. The title of the Committee's final report, *California Faces. . . California's Future: Education for Citizenship in a Multicultural Democracy*, demonstrates its major theme: that our social order is changing dramatically as a new majority emerges out of California's many and diverse minority communities.

In 1987, the California Postsecondary Education Commission appointed a special Committee on Educational Equity, with a charge to reassess its role in promoting educational opportunity and to develop a plan to guide future activities of the Commission in this area. The committee's plan recommends focusing particular attention on several special issues related to equity, with diversity of faculty first on the list. It states that "to achieve equity, the educational system must change in a fashion that seeks out, welcomes, and supports individuals from diverse backgrounds."

In its *Basic Agenda* for 1988-89, the Board of Governors stipulates that it "will carry on its responsibilities to achieve gender, racial/ethnic, and handicapped equity in the system by further affirmative action statewide." The Board further states, "As many of our faculty and other staff move into retirement age, the undesirable, long-term characteristic of employment underrepresentation of certain groups in our colleges can be rectified."

During the past year, the Chancellor's Office has engaged in two special projects that demonstrate renewed concern for affirmative action. In a report to the Board of Governors in June 1988, *Ethnic Minorities and Women in Administrative and Faculty Positions in Community Colleges*, staff identified concerns about hiring practices of community colleges in the context of California's changing demographics. The staff found that:

- In Fall 1987, the representation of ethnic minorities in full-time faculty positions was 15.5 percent and the representation of women in similar positions was 37.1 percent;

- In Fall 1986, the representation of ethnic minorities in certificated administrative positions was 24.3 percent and the representation of women in such positions was 28.3 percent;

- The report concluded that most community colleges have made only slight progress in hiring women and minorities in faculty and staff positions; and

- Generally, colleges with the smallest number of employees experience the most difficulty in increasing the number of minorities and women on their staffs.

In the spring of 1988, a consultant was retained to direct on-site affirmative action reviews at 21 community colleges. The reviews found that, generally, the colleges visited had varied records of compliance with certain Title 5 regulations governing affirmative action. However, an important by-product of the site reviews was a clear and consistent message to the Chancellor's Office that over the years it had provided little or no assistance to the colleges in implementing regulations, providing training, and demonstrating leadership.

Taken together, these recent activities coupled with projected demographic changes require a substantial and clearly articulated mechanism to improve affirmative action and staff diversity efforts within the community colleges.

General Overview of the Plan

For the purposes of this plan, affirmative action is defined as a proactive concept utilizing aggressive, rigorous, and systematic actions to achieve equality and equity in employment, with particular emphasis on racial and ethnic minorities, women, and other protected classes including the disabled. This definition embraces the sense of affirmative action as described in Executive Order 11246:

> "Affirmative action requires the contractor to do more than ensure employment neutrality with regard to race, color, religion, sex and national origin. As the phrase implies, Affirmative Action requires the employer to make additional efforts to recruit, employ and promote qualified members of groups formerly excluded, even if that exclusion cannot be traced to particular discriminatory actions on the part of the employer. The premise of the Affirmative Action concept of the executive order is that unless positive action is undertaken to overcome the effects of

> systematic forms of exclusion and discrimination, a benign neutrality in employment practices will tend to perpetuate the status quo indefinitely."

There are four major groups of people who are classified as racial or ethnic minorities: Blacks, Hispanics, American Indians and Alaskan Natives, and Asians and Pacific Islanders. In addition, there are other groups designated as "protected" classes and thus, also the focus of affirmative action: women, the disabled, Vietnam-era veterans, and older adults.

Staff diversity is achieved as the result of effective affirmative action plans and programs.

This plan assumes that there is no single activity more essential to realizing the goals of affirmative action than the selection of new staff and faculty. It has been demonstrated that hiring women and minorities not only adds cultural richness to an institution, but also enhances its vitality and reputation by broadening instruction and the curriculum. A diverse faculty also creates greater diversity in the student body. The presence of women and minority faculty attracts students from minority and other protected groups, and their role as mentors increases the retention and development of such students.

The overarching goal of the affirmative action and staff diversity plan is to increase the number of qualified minorities, women, disabled, and other underrepresented groups who staff California's community colleges. This principal goal embraces the intention as stated in AB 1725, that by the year 2005, the workforce of the California Community Colleges, as a system, should reflect the make-up of the adult population of California. This goal is especially timely in light of recent studies that in California's community colleges alone there will over 18,000 full- and part-time faculty vacancies during the next ten years. During that period, a "window of opportunity" to increase faculty and staff diversity will be open. However, successful recruitment of well-qualified faculty is rapidly becoming a challenge of crisis proportions. Colleges and universities across the nation are competing with each other for new faculty. California's community colleges must hire more faculty from a declining supply, as must the rest of the nation, according to studies by the California State University. By 1995, approximately 40 percent of tenured faculty in the United States will retire. By 2009, colleges and universities will face the prospect of finding replacements for two-thirds of their tenured faculty.

In order to realize its principal goal, the plan defines specific objectives for six components: technical assistance, fiscal support, recruitment, coordination, accountability and evaluation, and planning. The plan further describes for each component area, recommended strategies to achieve the objectives, which are consistent with projected resource requirements and legal frameworks. Where appropriate to a given strategy, responsible roles of the Board of Governors, the Chancellor and his staff, the community college districts, and other stakeholders are identified. The last element to the plan is a multi-year timeline which incorporates

in a schematic fashion a schedule for implementation related to identified responsibility.

Limitations of the Plan

It should be acknowledged at the outset that the development of this Statewide Plan for Affirmative Action and Staff Diversity is a unique undertaking. To staff knowledge, no other state has developed a comprehensive plan designed to provide state level leadership in concert with local district efforts (see Appendix C for brief descriptions of other state efforts). There are, however, limitations to this plan which must be recognized.

1. It is not a pattern upon which local districts can model their own affirmative action plans; instead it sets out general directions and long-term objectives.

2. The plan does not provide detailed information about recruitment techniques, training methods, specific accountability measures, or other similar implementation approaches. A separate operations guide or manual will be developed to assist district personnel in these and other vital areas.

3. It is to be understood as a dynamic, rather than a static document. Although the overarching goal and certain objectives will not change over time, other objectives, and many strategies will be subject to modification based on experience and the accommodation of operational insight. This may result in annual or biennial revision of certain aspects of the plan.

4. The plan is not a fiscal document. State level and district resources needed to carry forward aspects of the plan will be incorporated within the state budgeting process, undergoing appropriate development and review as a part of the annual budget submission.

Evaluation of the Plan

While the plan incorporates certain specific accountability and evaluation features within it, the overall plan will be evaluated annually as a part of the annual affirmative action report to the Board of Governors. The evaluation will identify the proposed accomplishments for the preceding year and will report on the quality, timeliness and impact of the actions taken to achieve the specified objectives. The results of this annual evaluation of the plan may affect budgetary considerations or adjustments in the plan for the succeeding year.

II. Plan Objectives and Strategies

Assistance to Local Districts

Description

Since the adoption of Title 5 affirmative action regulations by the Board of Governors in 1978, the Chancellor's Office has been presumed to be the source of assistance to the districts and colleges in their development of affirmative action/staff diversity plans. The recent passage of major community college reform legislation, AB 1725, restates this obligation and places the responsibility with the Board of Governors (*Education Code*, Section 87104(a)).

> The Board of Governors of the California Community Colleges shall provide assistance to local community colleges in adopting and maintaining high-quality affirmative action programs; [and shall] develop and disseminate to the public community colleges district guidelines to assist these agencies in developing and implementing affirmative action guidelines.

The *Education Code* also requires the Board to establish "technical assistance teams: to assist districts which have not demonstrated measurable progress in meeting the requirements of their adopted affirmative actions plans." The *Code* thus envisions a cooperative relationship between the Board of Governors and the district governing boards in developing and monitoring an effective statewide affirmative action/staff diversity plan, with primary assistance of a technical nature provided through the resources of the Chancellor's Office.

Objectives

1. Provide specific and targeted assistance to community college districts in planning, adopting and implementing high-quality affirmative action programs.

2. Organize and present regular inservice training for district staff responsible for developing and implementing district affirmative action plans.

3. Develop and broadly disseminate appropriate written and visual materials on applicable affirmative action and equal opportunity statutes and regulations.

4. Develop and disseminate guidelines and a model affirmative action plan to assist districts and colleges in developing and implementing affirmative action/staff diversity plans.

5. Coordinate technical assistance provided by the Chancellor's Office with that available from other applicable state and federal programs (State Department of Fair Employment and Housing, the U.S. Equal Employment Opportunity Commission, and the U.S. Office of Civil Rights).

6. Develop a statewide data base for affirmative action as a component of the Chancellor's Office management information system.

7. Establish within the Chancellor's Office a human resources division with responsibility for faculty and staff affirmative action, staff development and other personnel-related functions.

Proposed Strategies

1. Establish technical assistance teams to provide review and advisory services to districts that request them or to districts that fail to demonstrate measurable progress in meeting the goals and timetables of their adopted affirmative action plans.

2. Utilize local district expertise to help other districts by identifying service activities that have proven successful and by matching the needs of individual districts with the resources available in others.

3. Present an annual conference on integrating local affirmative action efforts with the state plan and related activities.

4. Conduct an annual survey of district personnel to evaluate the delivery of technical assistance, and its match with local needs, on the basis of timeliness of response, quality of service, opportunities for improvement, and other indicators of district satisfaction.

Fiscal Support

Description

Historically, the affirmative action function of the Chancellor's Office has been underfunded, which has severely limited its effectiveness. This situation has been the result in part of a series of fiscal crises that have confronted the Board of Governors and the Chancellor's Office. The first Title 5 regulations on affirmative action were adopted in 1978, the year that the voters approved Proposition 13. Fiscal concerns have continued to dominate the attention of the Chancellor's Office into the 1980s.

Objectives

1. Secure adequate state funds so that the Board can support the goal and objectives of this plan.

2. Secure funding for a program of financial aid for graduate students from underrepresented groups who intend to join community college faculty or staff.

3. Secure adequate funds to support districts' efforts to achieve parity between their work force and the adult population of their areas.

4. Secure new sources of funding for affirmative action/staff diversity programs and activities from federal and private sources.

5. Effectively and efficiently administer affirmative action/staff diversity funds.

6. Equitably allocate funds to community college districts and programs for affirmative action/staff diversity purposes.

7. Encourage and assist community colleges and districts in seeking funding and grants for affirmative action/staff diversity purposes.

Proposed Strategies

1. Submit, following appropriate consultation, an annual budget change proposal (BCP) which accurately reflects the system's resource needs for affirmative action/staff diversity programs.

2. In cooperation with other segments of higher education, develop and submit an intersegmental budget proposal to fund a graduate fellowship program for prospective community college faculty and staff.

3. Submit proposals to foundation and other external funding sources to secure "venture capital" for innovative district approaches toward achieving staff diversity.

4. Seek an appropriate priority set-aside in the Fund for Instructional Improvement to support staff-diversity.

5. Develop appropriate fiscal linkages to the Faculty and Staff Development Fund to support affirmative action and upward mobility programs.

6. Develop fiscal procedures to:

- Reimburse districts for the costs of reporting, publishing, and distributing information on affirmative action success rates;
- Reimburse districts for the costs of preparing and updating affirmative action plans;
- Allocate funds internally to carry out the assistance, service, monitoring, and compliance functions assigned to the Chancellor's Office by *Education Code* Section 87104; and

Recruitment: Expanding the Eligibility Pool

Description

An indispensable condition of achieving faculty and staff diversity in the community colleges is the establishment of a viable and appropriate applicant pool from which to interview and hire. There is a widely held impression that traditional methods of recruitment have revealed a scarcity of qualified women and minority candidates and those from other protected groups. There may be some validity to this impression and, therefore, it is important that this plan address the need to identify, contact, and recruit qualified candidates. At the same time, it is incumbent on the system to identify those departments, disciplines, and skilled occupations in which faculty and staff vacancies will occur. These, then, become the twin pillars that support an effective affirmative action program: locating or expanding the pools of qualified candidates (*supply*) and identifying staffing needs (*demand*).

The Board of Governors regulations presume recruitment as a major component of an effective affirmative action/staff diversity plan and designate that function as a "minimum standard" for the receipt of state aid:

> Community college districts shall undertake a program of verifiable affirmative action recruitment for protected group members in all job categories which reflect underrepresentation . . . .[Title 5, Section 53021]

As in the case of other affirmative action regulations adopted by the Board of Governors, the Legislature has reinforced the Board's foresight by enacting related statutes. AB 1725, the community college reform legislation, requires the Board to:

> Establish within the Chancellor's Office, or through other means as deemed necessary, a major service function to assist community college districts in identifying, locating and recruiting qualified members of underrepresented groups, and in establishing and monitoring effective affirmative action hiring procedures. [*Education Code*, Section 87104]

This role is complemented at the local level by the creation in AB 1725 of a Faculty and Staff Diversity Fund to assist in district recruitment efforts.

The desired outcome of the recruitment function and the Fund is underscored by specifying in statute goals for the composition of the community college workforce and minority hiring percentages:

> The community colleges as a system are to address the goals that by the year 2005, the system's workforce will reflect proportionately the adult population of the state . . . The Board of Governors shall take the steps necessary to reach the goal that by fiscal year 1992-93, 30 percent of all new hires in the California community colleges, as a system, will be ethnic minorities. [*Education Code*, Section 87107(a)]

Objectives

1. Establish, within the Chancellor's Office, a major service function to assist community college districts in identifying, contacting, hiring and retaining qualified candidates from underrepresented groups.

2. Determine community college faculty and staff needs over the next ten years.

3. Review, update, and refine the existing availability data system.

4. Take steps to ensure that by 1992-93, 30 percent of all new community college staff will be hired from underrepresented ethnic minority groups.

5. Explore the development or identification of an intersegmental body to coordinate staff diversification among California's institutions of higher education.

6. Develop methods to encourage nonacademic professionals in pertinent fields to consider and choose a community college academic career.

7. Seek adequate funding for districts for staff relocation expenses, when necessary and appropriate, and for associated costs of outreach and recruitment activities for exceptional minority candidates.

8. Establish an information network with other segments of higher education to identify and contact qualified applicants from underrepresented groups.

9. Seek the cooperation of the Board of Trustees of the California State University and the Board of Regents of the University of California in developing a coordinated early-identification and outreach program for underrepresented minority students in academic disciplines.

10. Develop a recruitment strategy that includes consideration of minorities, women and other qualified candidates from underrepresented groups who lack teaching experience, but show great potential.

11. Seek the cooperation of the State Superintendent of Public Instruction in stimulating the interests of of junior and senior high school students in the rewards and benefits of a community college teaching career.

Proposed Strategies

1. Conduct a comprehensive survey of community college faculty and staff demand by description, department, division, or skilled occupation, as appropriate.

2. Coordinate the efforts required to design and develop an affirmative action registry that utilizes local, state, and national sources of qualified job applicants.

3. Establish, and disseminate to districts, guidelines for the local development of strong recruitment activities that will attract qualified women ethnic minority and other candidates from underrepresented groups.

4. Launch a national recruiting and marketing effort on behalf of the community college system and encourage the districts to assist one another in recruiting underrepresented faculty and staff.

5. Implement a staff diversity clearing house in cooperation with other segments of higher education.

6. Obtain supplemental funding for district recruitment through the budgetary process.

7. Revise and update staff availability data with the cooperation of selected district affirmative action staff.

Achieving Coordination

Description

If California's community colleges are to achieve the faculty and staff diversity necessary to fulfill their mission, the affirmative action plan must be a fully coordinated program. It must be both intrasegmental and intersegmental in scope and perspective.

First, it must involve the sharing of information from college to college. To that end, the Chancellor's Office will serve as a catalyst for the colleges by reviewing and disseminating information, thus creating a statewide forum for the discussion of ideas and concerns about affirmative action/staff diversity practices.

Second, the coordination activity should take advantage of related programs and efforts underway or planned in the other segments of higher education and in pertinent government and community agencies. Since the community colleges have an interdependent relationship with the other segments, as well as with business and industry, the Chancellor's Office will take the lead in developing cooperative endeavors. Such coordination is essential because a balanced faculty and staff that represents the state's diverse population can be achieved only if affirmative action programs in senior institutions contribute to a well-educated and professional pool of candidates from underrepresented groups. The establishment and expansion of this applicant pool is also dependent upon cooperative and effective relationships with the private and corporate sectors.

The major intrasegmental coordination effort will focus on developing a mutually beneficial relationship with local districts within the context of their, and the state's affirmative action responsibilities.

Coordination of intrasegmental efforts will be enhanced further by acknowledging and incorporating the contributions of statewide community college organizations to affirmative action and staff diversity. The Chancellor's Office will capitalize on the momentum created by a recent reiteration of the commitment to affirmative action by the California Community College Chief Executive Officers. Among other recommendations, the CEOs call for the full participation of minorities in community college leadership development activities, and joint affirmative action projects with the statewide Academic Senate of the California Community Colleges.

The Academic Senate's affirmative action guidelines reaffirm the Senate's commitment to active pursuit of affirmative action practices in the hiring, retention, and promotion of faculty and staff. Policy statements and proposals on affirmative action and staff diversity from other community college organizations in California will be solicited and used as resource materials and expressions of organizational commitment. Those that will specifically be sought include affirmative action policy statements or resolutions of the California Community College Trustees, California Association for Community Colleges, California Teachers Association, Community College Association; the California Federation of Teachers, Community College Council; Faculty Association of California Community Colleges; Statewide Consortia of Affirmative Action Officers; and the Association of California Community College Administrators.

Intersegmental efforts will take advantage of activities of other institutions of higher education in California, as well as those of state government and community

agencies. The University of California's document, *Successful Approaches to Faculty Diversity*, offers recommendation for grooming women and minority students for the teaching professions through research and teaching assistantships. It also suggests the need for the University to take a national leadership role in identifying and collecting the data needed to prepare potential minority faculty, and it analyzes the role of administrators in translating commitment to action.

The California State University report, *Hispanics in Higher Education*, proposes collaborative outreach programs for minority students in junior high schools, the development of public and private "talent search" programs, the establishment of fellowship programs, and the establishment of financial planning programs for those minority graduate students who have demonstrated an interest in the teaching profession.

While California's independent colleges and universities have not published comparable documents, efforts will be made to utilize the significant resource represented by their graduate schools of education.

Coordination with government, business, and industry will incorporate policy directions from other government and community agencies, like those contained in the Achievement Council's *Excellence for Whom?*, which proposes an active role for the business community in contributing to the educational achievement of minority students, or in the California Economic Development Corporation's *California Vision 2010*, which suggests the internationalization of the college curriculum to improve the state's economic competitiveness.

Objectives

1. Establish an on-going process to integrate the affirmative action efforts of the districts with efforts conducted at the state level.

2. Develop appropriate ways to incorporate organizational commitments to affirmative action and staff diversity in the implementation strategies identified in the plan.

3. Develop a method to achieve systematic input from all systemwide stakeholders in the support and review of the statewide staff diversity plan.

4. Solicit the policy support of the California Educational Round Table and the operational support of the Intersegmental Coordination Council to establish joint efforts to renew and expand the applicant pool of underrepresented groups.

5. Develop a working relationship with the California Business Roundtable in support of community college efforts to seek qualified minority women and disabled candidates from the private sector.

6. Explore the establishment or identification of an intersegmental entity to facilitate and coordinate staff diversity efforts across segmental lines.

Proposed Strategies

1. Revise the role of the Chancellor's Affirmative Action/Staff Diversity Advisory Committee to reflect on-going responsibility for effective coordination among the districts and between the districts and the Chancellor's Office.

2. Collect organizational policy statements on affirmative action and compile them as an attachment to the Chancellor's Affirmative Action/Staff Diversity organizations manual.

3. Convene a committee of state organization chairs of staff diversity or affirmative action committees to serve as a technical or policy resource group.

4. Communicate a Chancellor's initiative to the California Educational Round Table describing the need for and utility of a single entity to assume intersegmental responsibility for applicant pool enhancement.

5. Develop a Board of Governors initiative to invite the California Business Roundtable to support - logistically and fiscally - community college efforts to attract private sector personnel for academic posts.

6. Develop a computerized intersegmental data bank on affirmative action/staff diversity job opportunities and available candidates.

7. Establish joint programs (with UC or CSU) to share in the training of potential community college faculty through teaching assistantships.

8. Develop of joint fellowships and internships in administration and expansion of opportunities for current community college faculty and administrators to receive leadership training; *e.g.*, in UC doctoral programs.

9. Expand of fellowships or research assistantships for community college faculty to pursue an advanced degree in high technology, in addition to whatever degrees they might hold in other fields.

10. Propose modification of the existing general-education core curriculum to reflect the contributions of women and minorities to various disciplines.

11. Collection, publication, and dissemination of successful staff diversity policies and practices from other public and private institutions in the state.

Accountability and Evaluation

Description

This part of the affirmative action plan is concerned with ensuring that the state's resources are used effectively to achieve affirmative action goals and objectives established by law and regulation.

The provisions in AB 1725 clearly emphasize accountability. Not only will the Chancellor's Office undertake many new activities, it will need to document its performance of these duties for the Legislature. The affirmative action function will need to develop a new, and much more sophisticated, accountability system in keeping with the new responsibilities.

Objectives

1. Develop a process to assure accurate, effective, and timely measurement of district affirmative action accomplishment.

2. Insure accurate and reliable data upon which to evaluate program performance.

3. Develop procedures for evaluating and acting upon complaints regarding affirmative action.

4. Assure that revised affirmative action plans include steps that the districts will take in improving and meeting hiring goals for full-time and part-time faculty.

5. Provide reports to the Legislature on the number of districts that have adopted, and are maintaining, quality affirmative action programs, and on the effectiveness of these programs in meeting the intent of AB 1725.

6. Develop regulations which allow the Board of Governors to prescribe those conditions deemed necessary to assure reasonable progress and otherwise meet the legal requirements of affirmative action.

7. Develop a report to the Legislature by December 1, 1993, assessing the degree to which the community colleges, as a system, have met the goals of Section 87107 of the *Education Code*, including conclusions as to any revisions needed to meet these goals.

Proposed Strategies

1. Review affirmative action plans to determine that they have goals that ensure commitment to and participation in the program by district personnel.

2. Districts will be advised to report their measurable progress in reaching goals and timetables for hiring staff through affirmative action programs, and that these reports be published and distributed.

3. A "technical assistance team" will be established to review the plan of each district that fails to make measurable progress toward meeting its affirmative action goals and timetables. The team will recommend appropriate actions to ensure reasonable progress in improving success rates.

4. Factors will be developed to measure district progress in contributing to the goal of having the statewide community college work force by the year 2005, proportionately reflect the characteristics of the state's adult population.

5. Define statewide data requirements.

6. Reward good affirmative action program performance and good faith efforts in an appropriate way.

7. Systematically apply incentives to encourage improvements in district performance.

8. Apply meaningful sanctions, as appropriate, for failures in affirmative action programs which might include as a last resort, a requirement that a district submit its local hires to the Chancellor's Office for review of compliance with affirmative action regulations.

9. Where appropriate, incorporate specific accountability measures for affirmative action into accreditation procedures and statewide accountability models.

Planning

Description

A planning component will develop new directions and strategies for this affirmative action plan based on the results achieved and on the insights gained and concepts developed for improving the effectiveness of the affirmative action effort. Planning activities also will be initiated in response to significant changes brought about by

new federal and state laws and regulations. The planning function may lead to the adoption of new approaches, goals, or objectives.

Those involved in planning also will periodically review and recommend needed changes in Board of Governors policy.

Objectives

1. Develop and adopt by March 15, 1989, statewide plan for strengthening affirmative action policies and programs for faculty and staff in the California Community Colleges.

2. Refine goals and measurable objectives for the affirmative action plan in response to changing conditions and needs.

3. Develop new strategies to accomplish affirmative action goals and objectives.

4. Develop strategies for compliance with new federal and state laws and regulations.

Proposed Strategies

1. As needed, draft revised goals and measurable objectives for the affirmative action plan, based on feedback following a year of operation.

2. Review existing systems for evaluating the effectiveness of state planning efforts.

3. Integrate the affirmative action plan into overall statewide planning for California's community colleges.

A Note on Internal Support Requirements

As with any significant undertaking by the Chancellor's Office, but most particularly with a plan on a subject as complex and potentially far-reaching as staff diversity and affirmative action, there will be a need for significant internal support to carry out the requirements of the plan.

Although the responsibility for organizing and providing technical assistance will rest with the Human Resources Division, contributions to these efforts will be required from other divisions within the Chancellor's Office. The General Counsel will be asked to provide appropriate legal notification and interpretation as required, in addition to legal expertise in such matters as discrimination complaints,

sexual harassment case law, staff selection, and the like. The Management Information Systems division will be asked to develop statistical profiles of statewide staff and faculty compensation and use. Both the Chancellor and the Public Affairs Division will be asked to promote district and public awareness of the technical assistance available through the Human Resources Division.

The Affirmative Action/Staff Diversity Unit will require extensive support from the Legislative Unit in the Chancellor's Office to identify and obtain new state and federal funding. Such assistance will also be required from the Fiscal Services Unit for continued or expanded funding for existing programs. Support will be needed from the Management Information System for data collection, analysis, and programming, and from the Library Services Unit for identifying new sources of funding such as foundations.

The recruitment component and evaluation of district affirmative action programs will require assistance and analysis from the Management Information Systems division and the Analytical Studies Unit. There will also be some need to integrate certain procedures with the Instructional and Fiscal Services Divisions.

The planning effort will require support from data available through the Management Information System and assistance from the Research and Analysis Unit.

III. A Timeline for Implementing the Affirmative Action Plan

The following timeline implements the Faculty and Staff Diversity Plan. It incorporates the major components of technical assistance, fiscal support, recruitment, coordination, accountability and evaluation, and planning within a chronological sequence of activities.

The timeline identifies the specific task or strategy, establishes a schedule incorporating deadlines in AB 1725, and suggests the entity most accountable for results. In addition, certain tasks or activities are annualized or require repeating and thus may appear several times within the timeline. In most cases it will take a cooperative and united effort at state and local levels to truly implement each task noted in the timeline, regardless of how assigned.

STATE PLAN FOR AFFIRMATIVE ACTION AND STATE DIVERSITY IMPLEMENTATION TIMELINE

Timeline	Task or Strategy	Responsibility Board/Chancellor/ Other	Chancellor/Staff	District/Other
Ongoing	Review of development and changes in affirmative action programs and laws, nationally and statewide		Conduct review present recommendations to the Board of Governors and districts as needed	Other organizations, agencies provide input into review process
January 1989	Define and delineate Technical Assistance function		Vice Chancellor (Human Resources) administrators	Input from district CEOs, Personnel Officers, and Affirmative Action Officers
February 1989	Develop and disseminate guidelines to assist districts in developing and implementing affirmative action programs	Review & Approval	Affirmative Action staff to draft guidelines	Consultation with selected Affirmative Action Officers
February 1989	Establish format (model) for district affirmative action plans		Affirmative Action staff develops format	Consultation with selected Affirmative Action Officers and Personnel Officers
February 1989	Define duties of Technical Assistance Team		Vice Chancellor (Human Resources) and Affirmative Action staff define duties	
February 1989	Establish Technical Assistance Teams		Affirmative Action staff organizes	

Timeline	Task or Strategy	Responsibility Board/Chancellor/ Other	Chancellor/Staff	District/Other
February 1989	Convene a committee of organizational charts of staff diversity or affirmative action committees to serve as a technical or policy resource group		Vice Chancellor (Human Resources) and Affirmative Action staff organizes	Organizations participate on committee
February 1989	Establish in the Chancellor's Office a major function to assist community college districts in identifying, locating, training, recruiting, and retaining qualified staff and faculty members from underrepresented groups		Vice Chancellor (Human Resources) and staff administrators	Input from district CEOs, Personnel Officers, and Administrative Officers
February 1989 and annually	Launch and maintain a national recruitment effort on behalf of the system with encouragement to the districts to assist each other in recruiting underrepresented faculty and staff		Vice Chancellor (Human Resources) organizes report to the Board of Governors as needed	Districts participate through advisory structure(s)
February 1989	Develop system to allocate and account for money to support Chancellor's Office operations to carry out the assistance, service, monitoring and compliance functions in Section 87104		Vice Chancellors (Human Resources) and (Administration and Finance)	
February 1989	Establish administrative/regulatory structure to implement the Faculty and Staff Diversity Fund	Review & Approval of Regulations	Vice Chancellor (Human Resources) organize and develop regulations. Report to the Board of Governors	Input from district CEOs, Personnel Officers, Affirmative Action Officers and consultation process
March 1989	Review, update, and refine the existing availability data system	Review Proposal	Affirmative Action staff, Consultants. Report to the Board of Governors	Consultation with district Affirmative Action Officers; districts supply input
March or April of each year	Annual conference on integrating local affirmative action efforts with the state plan and related activities	Receive Conference Report	Affirmative Action staff plans	District and governmental agency participation

Timeline	Task or Strategy	Responsibility Board/Chancellor/ Other	Chancellor/Staff	District/Other
March & October of each year	Organize inservice training for districts staff responsibility for planning and implementing district affirmative action plans		Affirmative Action staff and consultants	Consultation with Affirmative Action Advisory Committee and technical groups
March 1989	Develop Chancellor's Office process for review of local plans	Review	Vice Chancellor (Human Resources) to draft administrative guidelines	District participation
March 1989	Preform analysis of the systems affirmative action programs information needs		Vice Chancellor (Human Resources) works with Management Information System staff	Consultation with district operatives
March 1989	Establish a system to assist districts in the identification of new funding sources for affirmative action programs, and to assist them in applying for these funds		Affirmative Action staff initiates	Districts participate
Initiate by March 1989 & Receive Funding July 1990 (Repeats)	Utilize budget change proposal to seek adequate funding for affirmative action programs. Get necessary funding and continuance of existing funding from State General Fund	Adopt as part of Budget Submission	Cabinet responsibility, Vice Chancellor as lead. Report to the Board of Governor	Use systemwide consultation process and technical advisory groups
Ongoing	Collect, publish, and disseminate successful staff diversity policies and practices from other public and private institutions in State		Vice Chancellor (Human Resources) and staff to publish and disseminate report	Input from identified successful programs

Timeline	Task or Strategy	Responsibility Board/Chancellor/ Other	Chancellor/Staff	District/Other
April 1989	Develop system to reimburse districts for the cost of providing extended outreach and recruitment, incentives to hire, inservice training, and for other related staff diversity programs		Vice Chancellor (Human Resources) organizes with assistance of the Vice Chancellor (Administration and Finance)	Consultation with district Affirmative Action Officers, Personnel Officers, and Business Officers
April or May	Seek the cooperation of the Board of Trustees of the California State University and the Board of Regents of the University of California to develop a coordinated early identification and outreach program for underrepresented minority students in academic fields	Review Proposal	Chancellor/Vice Chancellor (Human Resources) organizes cooperative effort	Participation of UC and CSU staff
April or May	Seek the cooperation of the Superintendent of Public Instruction in stimulating interest on the part of junior high and high school students in community college teaching careers	Review Proposal	Chancellor/Vice Chancellor (Human Resources) organize cooperative effort	Participation of Superintendent of Public Instruction/State Department of Education staff
April or May	Communicate a Chancellor's initiative to the California Education Roundtable describing the need for, and utility of, a single entity to assume intersegmental responsibility for applicant pool enhancement		Vice Chancellor (Human Resources) drafts and communicates initiative	Interaction with Education Round Table and Intersegmental Coordinating Council staff
April or June	Develop Board of Governors initiative to invite the California Business Round Table to support, logistically and fiscally, community college efforts to attract private sector personnel for academic posts	Board Review Proposal & Communicates Initiative	Chancellor staff draft initiative	Input from Business Round Table staff

Timeline	Task or Strategy	Responsibility Board/Chancellor/ Other	Chancellor/Staff	District/Other
April 1989	Develop fiscal controls and procedures to insure that an appropriate amount of the Community College Faculty and Staff Diversity Fund is used to implement affirmative action and upward mobility programs		Internal consultation with responsible staff	District input on need and allocation
June 1989	Begin review and evaluation of local affirmative action plans		Affirmative Action staff, conduct reviews and evaluations. Report to the Board of Governors as needed	Feedback from districts
June of Alternative Years	Conduct a comprehensive survey of community college faculty and staff demand by description, department, division, or skilled occupation	Receive Report	Analytical Studies Unit conducts survey - incorporate into annual report to the Board of Governors	District participation as required
July of Each Year	Obtain adequate funding for districts to pay relocation expenses, travel, and associated costs of outreach and recruitment activities (utilize Faculty and Staff Diversity Fund)	Reviewed as part of Budget process	Vice Chancellor (Human Resources) leads Report to the Board of Governors	Use systemwide consultation process
Fall 1989	Establish procedures to insure that a record of district success rates of measurable progress with respect to goals and timetables published as a public record	Approval	Vice Chancellor (Human Resources) to develop definitions and structure	Use systemwide consultation process and technical advisory groups
Fall 1989	Develop a system of sanctions for continued failure to achieve affirmative action goals and objectives and not meeting Board of Governors performance standards	Review & Approval	Vice Chancellor (Human Resources) develops proposal Report to the Board of Governors	Use systemwide consultation process
Fall 1989	Develop a system of rewards and incentives for successful affirmative action activities	Review as part of Budget process	Vice Chancellor (Human Resources) draft proposal	Systemwide consultation process

Timeline	Task or Strategy	Responsibility Board/Chancellor/ Other	Chancellor/Staff	District/Other
Fall/Winter Ongoing	Establish and disseminate to districts, guidelines for the development of strong recruitment activities that will attract qualified women and minority candidates (revise as needed)	Review	Vice Chancellor (Human Resources) to initiate proposals - draft Title 5 regulations if needed	Obtain districts' input through consultation process
Fall 1989	Develop system to reimburse districts for the cost of publishing, distributing, and reporting affirmative action success rates		Affirmative Action staff and consultants	Consultation with districts' Personnel and Affirmative Action staff
Fall 1989	Develop system to reimburse districts for the cost of preparing and updating affirmative action plans		Affirmative Action staff to organize	Districts' data reporting provides input
Fall 1989	Review procedures to take effective action on complaints of discrimination or other civil rights violations	Review & Approval	Affirmative Action staff in cooperation with Legal staff. Draft Title 5 regulations (if needed)	Consultation with technical advisory committee(s)
Fall 1989	Explore the development of an intersegmental body that develops and coordinates faculty and staff diversification in higher education institutions in California		Vice Chancellor (Human Resources) develops initiative	Participation of the other segments of California education through the ICC
October 1989	Develop Chancellor's Office management information system capabilities to support all affirmative action efforts, and particularly for evaluation of program effectiveness and allocation of funds to districts		Vice Chancellor (Human Resources) in consultation with Management Information Systems staff	Input from districts' Data Managers and Affirmative Action Officers
October 1989	Establish standards for progress by districts and state in meeting long-range affirmative action goals and objectives	Review & Approval	Vice Chancellor (Human Resources) to draft standards (Title 5 regulations)	Districts' input through consultation process

Timeline	Task or Strategy	Responsibility Board/Chancellor/ Other	Chancellor/Staff	District/Other
October 1989	Implement a staff diversity clearinghouse in cooperation with other segments of higher education		Vice Chancellor (Human Resources) to initiate	Participation of other segments
October 1989	Establish joint programs (with UC and CSU) to share in the training of potential community college faculty through teaching assistanceships		Vice Chancellor (Human Resources) and staff to organize	Participation of other segments of higher education through the ICC
October 1989	Develop joint fellowships and internships in administration and expansion of opportunities for current community college faculty and administrators to receive leadership training; e.g., in UC doctoral programs		Vice Chancellor (Human Resources) and staff to initiate	Participation of other segments of higher education through the ICC and community college professional organizations
October 1989	Expand fellowships or research assistantships for community college faculty to pursue an advanced degree in high technology, in addition to whatever degrees they might hold in other fields		Vice Chancellor (Human Resources) to initiate	Participation of other segments of higher education through the ICC
January 1990	Modify the existing general-education core curriculum to reflect the contributions of women and minorities to various disciplines		Vice Chancellor (Human Resources) and Vice Chancellor (Transfer/General) to draft proposal	Participation of the Intersegmental Committee of Academic Senate
January of Each Year (Starting 1990)	Annual evaluation and revision of Statewide Affirmative Action Plan	Review & Approval	Vice Chancellor (Human Resources) and staff revise plan, present to the Board of Governors	Systemwide consultation process

Timeline	Task or Strategy	Responsibility Board/Chancellor/ Other	Chancellor/Staff	District/Other
February 1990	Insure that the Western Association of Schools and Colleges includes affirmative action and staff diversity standards in the college accreditation process when appropriate	Review	Chancellor to coordinate with WASC, report to the Board of Governors	WASC participation
February 1990 & Ongoing	Completely revise and expand Title 5 affirmative action regulations	Review & Approval	Vice Chancellor (Human Resources) draft Title 5 regulations	Statewide input from all segments and government agencies, consultation process
June 1993	Conduct evaluation and prepare report assessing the degree to which the goals of *Education Code* Section 87107 have been accomplished	Review & Approval	Evaluate and prepare report	Legislature - oversight

APPENDIX A

The Legal Basis for Affirmative Action

Important federal and state initiatives have evolved over the years that must be examined and reckoned with in the context of newly signed state legislation to foster faculty and staff diversity.

Federal Laws and Proclamations

Since 1964, the Federal Government has passed legislation and issued executive orders designed to achieve equity in employment, end discrimination in hiring, and remedy the effects of past discrimination. These include:

Equal Pay Act of 1963

This Act prohibits discrimination in salaries (including almost all fringe benefits) on the basis of sex.

The Civil Rights Act of 1964

Title VI of the Act prohibits discrimination on the basis of race, color, or national origin in all programs and activities receiving federal funds.

Title VII of the Act prohibits discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, treatment of pregnancy, and other conditions of employment) on the basis of race, color, religion, national origin, or sex.

Age Discrimination in Employment Act of 1967

This Act prohibits discrimination against applicants and employees who are 40 years of age or older.

Executive Order 11246

This Presidential Order prohibits federal contractors and subcontractors (including colleges and universities) from discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin, or sex.

The Education Amendments of 1972

Title IX of the Amendments prohibits discrimination on the basis of sex in all educational programs and activities receiving federal funds.

The Rehabilitation Act of 1973

Section 503 of the Act sets affirmative action obligations of federal contractors and subcontractors with respect to employees and for the advancement in employment of disabled individuals.

Section 504 of the Act prohibits discrimination against any qualified applicants, students, or employees on the basis of disability in all programs and activities receiving federal funds.

Vietnam-Era Veterans Readjustment Assistance Act of 1974

This Act prohibits discrimination in employment practices (including hiring, upgrading, demotion or transfer, recruitment, layoff or termination, rate of pay or other forms of compensation and selection for training) on the basis of being either a disabled veteran or a veteran of the Vietnam-era.

The Retirement Equity Act of 1984

This Act is designed to provide greater pension equity for women and for all workers, and their spouses and dependents, by taking into account changes in work patterns and in the status of marriage as an economic partnership - child care leave, for example.*

California Codes and Board of Governors Regulations

Although equal employment opportunity programs had existed in California for many years before the Civil Rights Act of 1964, they had not brought about significant changes in the level of representation of ethnic and racial minorities in California higher education. The following statutes and Board of Governors' regulations were conceived as a means of more effectively solving the problem. Sections 11135-11139.5 of the *California Government Code* were enacted in 1977. This section prohibits unlawful discrimination in programs receiving state assistance. The statute charges agencies that administer state-funded programs to adopt regulations to the effect that "no person in the State of California shall, on the basis of ethnic group identification, religion, age, sex, color or physical or mental disability, be unlawfully subjected to discrimination under any program or activity

* This information is adapted from *Federal Administrative Requirements for Colleges and Universities*, published by the National Association of College and University Business Officers.

that is is funded directly by the state or receives any financial assistance from the state."

Sections 53000-53012 of Title 5 of the *California Administrative Code*, which were adopted in 1977, require community college districts to adopt and implement programs to increase the numbers of women, ethnic minorities, and the disabled at all levels of responsibility. This directive was accompanied by guidelines that consolidated and clarified federal and state regulations. The guidelines included the essential elements of an affirmative action plan and the techniques for its implementation. Emphasis was placed on the need for local governing boards and chief administrative officers to establish clear policies on equal employment opportunity, supported by effective affirmative action programs.

The *California Education Code* was amended in 1978 to add Article 4, Sections 87100-87106. These sections contain state mandates for affirmative action employment programs in community college districts. In mandating these programs, the Legislature declared that:

(a) Generally speaking, California community colleges employ a disproportionately low number of racial and ethnic minority classified and certificated employees and a disproportionately low number of women and members of racial and and ethnic minorities in administrative positions.

(b) It is educationally sound for the minority student attending a racially-impacted school to have available the positive image provided by minority classified and certificated employees. It is likewise educationally sound for the child from the majority group to have positive experiences with minority people which can be provided, in part, by having minority classified and certificated employees at schools where the enrollment is largely made up of majority group students. It is also educationally important for students to observe that women as well as men can assume responsible and diverse roles in society.

Section 53005 of Title 5 of the *California Administrative Code* was revised by the Board of Governors in 1978, following an extended period of discussion. This section specifies the following affirmative action regulations as minimum standards for receipt of state aid by community college districts:

- Adoption of an affirmative action policy;
- Preparation of an affirmative action plan;
- Submission of progress reports on affirmative action; and

- Affirmative action recruitment.

Sections 51100-51102 of Title 5 of the *California Administrative Code* were adopted by the Board of Governors in 1983. These regulations deal with the investigation and enforcement of minimum standards for affirmative action. They also give the Chancellor's Office legal authority to impose sanctions on districts that do not comply with those standards.

Other Pertinent California Statutes (Selected)

Fair Employment Practice Act

This statute protects the rights of all persons to seek, have access to, obtain and hold employment without discrimination because of race, religious creed, color, national origin, ancestry, physical handicap, medical condition (cancer only), marital status, age (over 40), or sex (including pregnancy and sexual harassment). The law applies to private employers with five or more employees, labor organizations, state and local governments. Covers hiring, discharge, promotion, transfer, terms or conditions of employment, pay, admission to or participation in union membership and other training programs.
(DFEH enforced)

California Education Code, Section 200-264

This Code provision affords all persons, regardless of sex, equal rights and opportunities in educational institutions of the state. This provision also provides that governing boards of school districts and community college districts shall have responsibility for ensuring that district programs and activities are free from such discrimination.

APPENDIX B

AB 1725 Affirmative Action and Staff Diversity Requirements

AB 1725 (Vasconcellos) is the most sweeping reform legislation for California's community colleges since the original Master Plan for Higher Education was put in place in 1960. It is landmark legislation. It signals the closing of an era - following four years of scrutiny, review, and evaluation - for the community colleges. It launches a new era, serving as a blueprint to guide the colleges into the next century.

The bill prescribes reform measures in six major areas: mission, governance, finance, new programs and services, employment, and accountability. The initial appropriation under the bill is $7.25 million, with further reform mechanisms triggered when additional funds become available.

Under the provisions of AB 1725, and for the enhancement of affirmative action, the bill:

- Creates a new Faculty and Staff Diversity Fund, with goals established for administering this affirmative action initiative. An initial appropriation of $1 million is provided.

- Calls upon the Board of Governors to establish a major service function to assist districts in identifying, locating, and recruiting qualified members of underrepresented groups. An initial appropriation of $300,000 is provided.

- Creates a new program for staff development and improvement. Portions of the $5 million allocated for this purpose can be used for courses and training to implement affirmative action and upward mobility programs.

The full text of the affirmative action provisions is given below:

(87104). (a) The Board of Governors of the California Community Colleges, out of funds appropriated for these purposes, (1) shall provide assistance to local community colleges in adopting and maintaining high-quality affirmative action programs; (2) report to the Legislature regarding the number of districts which have adopted and are maintaining affirmative action programs, including the effectiveness of the programs in meeting the intent of this article; (3) develop and disseminate public community college districts guidelines to assist these agencies in developing and implementing affirmative action employment programs; and (4) shall establish a technical assistance team to review the affirmative action plan of

each community college district which fails to make measurable progress in meeting the goals and timetables of its adopted plan. The technical assistance team shall recommend appropriate actions to assure reasonable progress in improving success rates. The board of governors shall prescribe those conditions necessary to assure reasonable progress and otherwise meet the legal requirements of affirmative action. The condition may include the withholding of allowances made pursuant to Section 87482.6 and 87107.

(b) The board of governors shall establish, by July 1, 1989, within the chancellor's office or through other means as deemed necessary, a major service function to assist community college districts in identifying, locating, and recruiting qualified members of underrepresented groups, and in establishing and maintaining effective affirmative action hiring procedures.

(c) The board of governors shall, by March 15, 1989, develop and adopt a systemwide plan for strengthening faculty and staff affirmative action policies and programs in the California Community Colleges.

SEC. 25. Section 87107 is added to the Education Code, to read:

87107. (a) There is hereby created in the State Treasury a fund which shall be known as the Faculty and Staff Diversity Fund. The money in the fund shall be available to the board of governors upon appropriation by the Legislature for the purpose of enabling the California Community Colleges as a system to address the goal that by the year 2005 the system's work force will reflect proportionately the adult population of the state. For the purpose of administering this fund, the board of governors shall develop and apply availability data and factors for measuring district progress in contributing to this goal for the system. Also for the purpose of administering this fund, it is the intent of the Legislature that the board of governors take the steps which are necessary to reach the goal that by fiscal year 1992-93, thirty percent of all new hires in the California Community Colleges as a system will be ethnic minorities.

(b) By December 1, 1993, the board of governors shall report upon and assess the extent to which the California Community Colleges as a system have met or began to meet the goals specified in this section. The report shall include conclusions regarding any necessary revisions to these goals. Unless provided otherwise by the Legislature by statute, the board of governors may, on or after September 30, 1994, adopt regulation to revise these goals.

(c) The board of governors shall utilize up to twenty-five percent of the fund to do all of the following:

(1) Reimburse districts for the cost of publishing, distributing, and reporting affirmative action success rates as provided in Section 87102.

(2) Reimburse districts for the cost of preparing and updating affirmative action plans.

(3) Carry out the assistance, service, monitoring, and compliance functions specified in Section 87104.

(d) The remainder of the fund shall be allocated to districts, in accordance with regulations of the board of governors, to provide for extended outreach and

recruitment of underrepresented groups, for incentives to hire members of underrepresented groups, for inservice training and for other related staff diversity programs.

(e) It is the intent of the Legislature that the board of governors, in administering this fund, shall, pursuant to the provisions of this article, give funding priority and shall afford flexibility and discretion in the use of these funds to districts which have made or are making reasonable progress in contributing to the achievement of the goals of this fund.

APPENDIX C

Statewide Planning for Affirmative Action in Selected States

As an initial step in developing an affirmative action plan for California's community colleges, staff examined the statewide planning activities of educational systems in four other states known and respected for their community colleges: Florida, Illinois, Washington, and Wisconsin. For the most part, this preliminary investigation revealed that with the exception of the University of Wisconsin, little comprehensive planning for affirmative action is being done on a statewide basis outside California.

Florida

Although Florida does not have the type of all-encompassing and systematic planning now being developed in California, the state has established a process for reviewing educational equity plans that cover both community college staff and students. This process may provide some valuable insights that will be helpful in developing the review process required by AB 1725.

Illinois

The systemwide office of the Illinois community colleges is expressly barred from exercising any control of college personnel matters. Thus, the office has not developed staff affirmative action regulations or plans.

Washington

The State of Washington is developing a statewide faculty and staff affirmative action plan for its community colleges. The plan, which is still in the initial discussion stage, will emphasize minority recruitment. Washington's plan will cover much of the same ground as California's, and future collaboration between systemwide staffs of the two states is anticipated.

Wisconsin

The University of Wisconsin has developed an elaborate system of statistics and planning to improve its statewide affirmative action programs for both staff and students. The Chancellor's Office has obtained copies of the documents used in this

planning system, and the initial impression is that Wisconsin is conducting many of the activities that will now be required of California's community colleges under AB 1725. These documents will be examined in more detail and may provide Chancellor's Office staff with valuable models for California's planning process.

Some of the major components of Wisconsin's planning process include:

- An annual report on newly hired staff that provides comprehensive data about each University campus, together with a two-page analysis of the data;
- A comprehensive annual report on minorities in the University's work force that documents, by campus, the current status and progress of minority groups, by gender;
- A study of salary equity for academic staff;
- An annual report on the status of women in the University's work force, by campus; and
- A summary of affirmative action statistics for staff and students, which is published in the University's annual *Factbook*.

Staff's preliminary examination of affirmative action planning in selected states show that, with the exception of Wisconsin, California is pioneering new territory. However, staff will continue to search for other states' systemwide faculty and staff diversity efforts. California's plan will incorporate features of planning in other states where it is beneficial to do so. For example, the format of Florida's local plan could be adapted for local districts in California. Review of the University of Wisconsin's statewide planning system will give the Chancellor's Office an overall perspective, as well as some major clues, as to how planning in California may be improved.

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